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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Who we are**  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  **Central idea**  As human beings we share  similarities and at the same time  are different from each other.  **Key concepts**   * Perspective   **Related concepts**  **Lines of inquiry**   * My personal and physical characteristics * My likes and dislikes * What makes me like and different from my classmates | **Social Studies strand(s)**  Social organization and culture  **Social Studies skills**  **a.** Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  • Recognise and name some of his/her personal characteristics    • Show respect towards others likes and dislikes |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Where we are in place and time**  An inquiry into orientation  in place and time; personal  histories; homes and journeys;  the discoveries, explorations  and migrations of humankind;  the relationships between  and the interconnectedness  of individuals and civilizations,  from local and global perspectives.  **Central idea**  School is a place  designed to help us  learn together  **Key concepts**   * Function   **Related concepts**   * Routine   **Lines of inquiry**   * Why we come to school * Daily routines at school * Why we need to become familiar with different places in our school | **Social Studies strand(s)**  Human and natural environments  **Social Studies skills**  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **c.** Orientate in relation to place and time  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  • Identifies some places at school and explains the reason why children are not allowed to go to some of them  • Describe a daily routine at school  • Orientate self in time and place according to an established routine |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we express ourselves**  An inquiry into the ways in  which we discover and express  ideas, feelings, nature, culture,  beliefs and values; the ways in  which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.  **Central idea**  People can demonstrate feelings and emotions in different ways  **Key concepts**   * Function   **Related concepts**   * Demonstration   **Lines of inquiry**   * Different feelings and emotions * How people demonstrate   feelings and emotions | **Social Studies strand(s)**  Social organization and culture  **Social Studies skills**  a. Formulate and ask questions about the past, the future, places and society  b. Use and analyse evidence from a variety of historical, geographical and societal sources | **The student will be able to:**  • Identify some feelings and emotions  • Explain different ways people demonstrate feelings and emotions |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How the world works**  An inquiry into the natural world  and its laws; the interaction  between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  **Central idea**  Identifying characteristics in  everything around us can help us understand and appreciate our world  **Key concepts**   * Form   **Related concepts**   * Characteristic   **Lines of inquiry**   * What a characterictisc is * Characteristics of objects around us * Characterictiscs of living and non living things | **Social Studies strand(s)**  Human and natural environments  **Social Studies skills**  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  • Differentiate natural objects from man-made things  • Show appreciation for man made things (belongings, school supplies) |
| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we organize ourselves**  An inquiry into the interconnectedness of human-made systems and communities; the instruction and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  **Central idea**  Human beings need rules and agreements to interact with others.  **Key concepts**   * Responsibility   **Related concepts**   * Interaction   **Lines of inquiry**   * Why we need rules and agreements * How agreements and rules are established * Rules in games * Benefits of having rules and agreements | **Social Studies strand(s)**  Social organization and culture  **Social Studies skills**  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  • Explain the reasons why people need rules and agreements (at school, streets, in games)  • Follow rules in different contexts  • Reflect on the benefits of having rules and agreements in different contexts |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Sharing the planet**  An inquiry into rights and  responsibilities in the struggle  to share finite resources with  other people and with other  living things; communities  and the relationships within  and between them; access to  equal opportunities; peace and conflict resolution.  **Central idea**  Human beings must learn to use non renewable resources such as water wisely.  **Key concepts**   * Connection   **Related concepts**   * Waste   **Lines of inquiry**   * Usage of water * Proper use vs. waste * How to keep water clean | **Social Studies strand(s)**  Resources and the environment  **Social Studies skills**  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  • Identify when proper use or water wasting is taking place  • Explain ways how to take care of water |